

# ST. LAWRENCE SCHOOL

Positive Behavior Intervention and Support  
2018-2019 School Year



**J**esus - **O**thers - **Y**ou

**J**esus teaches us to Be Responsible

**O**thers will Be Respected

**Y**ou will Be Safe

**This is the day the Lord has made; let us rejoice and be glad in it**

Psalm 118:24

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# Overview of PBIS at St. Lawrence School

Dear Parents,

The staff at St. Lawrence School is excited to continue the school-wide behavior process known as PBIS. We feel that in order for students to reach their greatest academic potential, the school setting needs to be a respectful and safe place. Those core beliefs have helped establish our three targeted areas for building expectations: Be Responsible, Be Respectful, and Be Safe. Through the implementation of PBIS, we are teaching and demonstrating how each of these core values should play out in our school setting. We hope that you will find these core values teachable at home as well. This document is intended to supply parents with a clear understanding as to what PBIS looks like in our building. We also hope to provide parents with some ideas of how they might support our behavior core beliefs in their everyday structure at home.

## **Family Support**

The link between families and positive behavioral interventions and supports is an important one. When families are meaningfully involved in educational activities their children do better in schools. Families play an important part in their child's education and social development. The presence of parents in schools not only provides additional academic support but also creates community and cultural connections.

## **HISTORY**

PBIS stands for **Positive Behavior Intervention and Support**.

PBIS is an approach to understanding why behavior occurs – that is, the behavior's function. When applied at a school-wide level it includes a continuum of supports and interventions, ranging from universal (for all) to specialized group (for some) to individualized (for few). PBIS is not a program, curriculum or practice. Rather it is a decision-making framework to guide selection, integration, and use of evidence-based practices to increase academic performance, decrease problem behavior, and establish positive school cultures. PBIS relies on accurate and reliable data to understand behavioral patterns occurring, for instance, in a classroom, a hallway, or even throughout a building.

The State of Indiana requires schools to develop a model evidence-based plan for improving discipline and behavior within schools. This requirement is in conjunction with the RtI (Response to Instruction) plan that schools are to have in place. The RtI plan encompasses academic needs and interventions as well as social/emotional needs and interventions. PBIS is a proactive systems approach to establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all students. This preventive model for behavior will define and teach positive social expectations school wide. Several staff members have been trained in the general philosophy of PBIS. For continued implementation of our PBIS plan; we collected and evaluated data from our implementation of PBIS last year. Our school team has made some minor changes to our PBIS plan based on this evaluation of last year's data.

## **PBIS Purpose Statement**

The purpose of implementing Positive Behavior Interventions and Supports at St. Lawrence School is to:

- Create a more positive culture in our school/family/community
- Make life in school better for ALL students
- Identify ALL students in need of support
- Create consistency among adults
- Recognize families as important members of the community
- Reduce office discipline referrals (ODRs)
- Use data to guide our decision-making

### **PBIS Rewards Parent App**

Encouraging and rewarding students for positive behavior is the foundation of PBIS, and a successful program helps to create a positive school climate. But when positive behaviors learned at school aren't reinforced at home, it can slow the progress of our in-school PBIS program.

The PBIS Rewards Parent App allows parents to track the progress and point totals of each of their children. Each school generates a unique QR code for each student, and once this code is scanned in the app, the parent can view the information for each of their children. Once the parent downloads the app onto a smartphone, they can scan a QR code to activate a student in the app. This QR code is unique to each student and is provided to the parent via a letter from the school. The app confirms the QR code, allowing the parent access to their student's point totals and progress as the school year goes along. The parent can recognize and encourage positive behavior at home based on the information available in the app.

The PBIS Rewards Parent App allows access to student information specific to the QR code scanned. This information includes:

- Points balance
- Referrals
- Purchases
- Upcoming events

### **PBIS Rewards:**

For continued implementation of our PBIS plan, last year we initiated a new way to track points and infractions with PBIS Rewards. PBIS Rewards is an automated PBIS management solution that assists schools in teaching appropriate behavior. It digitizes token economy and helps make it easy to recognize students for acting responsibly and respectfully. We are now able to quickly recognize a student for complying with the basic rules of conduct. It takes the concept of "Observe and Praise Appropriate Behavioral Actions" and extends it by making it easy to award points to students for positive behaviors. Students can then redeem their accumulated points in their classroom stores or from our school wide JOYful Rewards Cart for tangible and intangible rewards. Think of it as a student debit card for their PBIS points!

## Positive Reinforcements

The purpose of the School-wide Positive Behavior Support System is to provide an immediate reinforcement for desired behavior:

- The immediate reinforcement acts as a teaching tool for desired behavior. It keeps staff and students' attention focused on desired behaviors.
- The immediate reinforcement is a bridge to long term rewards
- The immediate reinforcement increases likelihood of repeating the desired behavior. It fosters a positive school climate and reduces the need for engaging in time consuming disciplinary measures
- Students become eager to receive the long term rewards!!

Each classroom has their own positive reinforcements which are individualized as well as goals of achievement for the whole class. We also have school-wide positive reinforcements which students can be recognized by any staff member on a daily basis. We will begin these incentives at the start of the school year. The first few weeks of school is the "training" period. Teachers will practice the behaviors identified in the matrixes on pages 10-14. Below explains what we have in place:

### Kindness Coins

Any adult may send a student down to the office to receive 2 kindness coins from Mrs. Williams. To be sent down, a student went above and beyond in being kind to someone. They will not only receive recognition, but also two Kindness Coins. One they keep, and the other one they pass on to someone else they see being kind. Students may save up these kindness coins and 'cash' them in with Mrs. Williams for special items! (They will still get to keep their coins).



### M&M Draw

Manners Matter! At lunch recess time, students can earn recognition for being JOYful at the end of the week. They will receive an M&M Token. After putting their name on the back, this token can be put in our RED M&M figure we have in the hall. At Monday Morning prayer, RAMBLER M&M will be rolled down to the gym. Three tokens will be drawn. These students will then come up to have their badge scanned for extra points!

## Mrs. Cooley's –

Mrs. Cooley, our school counselor, visits each classroom once a week to teach on issues in the many areas of safety, manners, and getting along with others. She carries a bag with her full of little treats for the students. Students are recognized for different reasons which go along with being JOYful – Responsible, Respectful, and Safe! She will also give SCANS.

### Mother Teresa



“**Joy** is a net of love by which you can catch souls. A joyful heart is the inevitable result of a heart burning with love.”

“Joy is very infectious; therefore, be always full of joy.”

### Some Examples of Incentives students may earn:

- Student Praise
- Tangible Reward in Classroom
- Reward Pass which includes:
  - Stuff Animal Day Pass
  - Move to the Front of the Line Day Pass
  - Sit in Front Pew at ASM Day Pass
  - Hat Day Pass
  - Non-uniform Sweatshirt for a Day
  - Eat lunch with Principal Pass
  - Shout-out over the PA
  - Announcement on the Marquee



Pass



From the store:

- Stickers, pencils, pencil boxes, rulers, etc.
- NUT Slip
- Choice of candy
- Gift Card
- Misc. Items



## St. Lawrence School Discipline Process

**SCAN: Serving Christ Always Nice.** As positive behavior is observed, a staff member uses the app to reward the student one or more points. Points can also be added by looking up the student's name. Each staff member has the ability to give points which can be turned into rewards. 'Scans' can be given to individual students or to a whole class. Teachers can let students know ahead of time how they may earn 'scans' or they can be given randomly.

**Locations:** Classroom, Hallway, Recess, Restroom, Music, Lunchroom, PE, Library, Church, Art, Computer Lab, Resource Room, Assembly

Students can redeem points for items, privileges, or entry to activities. Purchases can be made from classroom ‘stores’ and our all school store, JOYful Rewards Cart.

**Referrals:**

The primary purpose of implementing PBIS is to change the climate of our school so that it is a great place to grow educationally, emotionally, and socially. An important measurement of progress involves tracking office discipline referrals.

Students who choose to not follow the rules and/or make poor choices, may receive a referral. When a referral is started, the information includes information such as how the student was redirected and motivations to reflect what might have been behind the infraction. The referral goes to the administrator and school counselor. They along with the teacher will determine what action is to be taken.

-Redirections may include: take a break, proximity control, student conference, counselor visit, parental phone call, move seat, assignment modification, or detention.

-Possible Motivations: obtain peer attention, obtain adult attention, obtain item or activity, avoid peer attention, avoid adult attention or avoid task or activity.

-Administrative Response/Action to take: act of apology, loss of privilege, detention, conference with student, time in office, parent phone call, meet with Mrs. Cooley, in-school suspension, or out-of-school suspension.

For minor/major infractions, the student may be directed to the school store to ‘purchase’ a Discipline Mark. This way the student will know what infraction they are responsible for. ‘Purchasing’ a Discipline Mark will result in losing points.

Problem Behavior/concerns: school rules, dress code, tardiness, bullying/harassment, defiance/disrespect, disruption, fighting, inappropriate behavior/language, possession of alcohol, drugs or weapons, repeated minor referrals, excessive talking, unnecessary noise/movement, touching others, failure to follow directions, damaging property, expressions of anger, no name on paper, off task and missing homework.

Classroom responses may involve: missing 5 minutes of recess, missing 10 minutes of recess, involve missing the full recess and a referral. For continued behavior concern: Principal/Counselor/Teacher/Parent Conference- STAR Plan Activated if consistent days.

Other consequences may be set as determined by the offense. For example, if a child writes on the mirror with deodorant, than part of the consequence will be to clean the mirror...during recess.

We certainly understand that everyone makes mistakes hence the allowing room for those poor choices when giving our acknowledgements. When a child makes a poor choice, we want to be sure they understand that what they did was wrong and why. We encourage them to tell the truth even though it may be hard. We give them an opportunity to speak and share their feelings as well as listening to others. We explain why we have consequences – to help them learn. They also need to understand that amends

usually need to be made if nothing else than an apology. We talk about forgiveness, learning from our poor choices, and moving on. And we do all this under the Love and guidance of Jesus, our ultimate teacher. The **What Would Jesus Do** really makes us stop and think...And how wonderful that we have so many saints for great role models for our children. They give us hope that we can get through our struggles with God's grace and love!

If inappropriate and/or unacceptable behavior continues, student will be meeting with Mrs. Cooley at lunchtime to work on Discipline packet that addresses the undesirable behavior. It becomes a serious concern when behavior harms another or disrupts the learning of others. On certain occasions, outside intervention may be needed and required for the child to remain in the classroom.



The LORD is my strength and my shield; my heart trusts in him, and I am helped. My heart leaps for joy and I will give thanks to him in song.

Psalm 28:7

## Parent Involvement

In order for PBIS to be successful at St. Lawrence, we need your help! Below is a list of suggestions of how you can help support PBIS:

1. Remind your child of JOY on a daily basis (before leaving for school is a great time to review these):

**J**esus teaches us to **Be Responsible**; **O**thers are to **Be Respected**, so **Y**ou can **Be Safe!**

2. Use the same language that is being used at school with your child. Review the St. Lawrence behavior matrix and consider using a similar matrix at home. The next page contains a sample matrix you may use if you like! Some of the boxes have been left blank so that you and your child may complete them together. Again, this is a sample matrix. Feel free to use it or create your own version.

3. Ask your child if they received any recognition during the week and how they earned it. Reinforce the positive behaviors that they are showing at school.

4. If you are contacted because your child has not followed the behavior expectations, please feel free to ask questions and how you can help at home. Also, review the St. Lawrence behavior expectations at home.

5. If you would like to donate items to our JOYful Rewards Cart or end of the year award giveaways, please drop them by the office.

6. Please remember that with implementation of our PBIS - **JOY**, with most certainty, we will be continuing to make revisions here and there. Your input is always welcome! We thank you in advance for your continued patience and understanding as well as being an active participant in the implementation!

## Home Behavior Matrix for JOY Parents

<b>Be Responsible</b>	Provide your child with a quiet place to complete homework.	Make sure your child's homework is complete. Check their assignment notebook.	Encourage your child to find a buddy in class for study help, information, and questions.	Volunteer at St. Lawrence and in the community.	Contact St. Lawrence staff with questions, concerns, and for progress updates	
<b>Be Respectful</b>	Encourage your child to say "please" and "thank you".	Encourage your child to listen to & follow directions.	Teach your child to maintain eye contact when conversing with others.	Teach your child to resolve conflicts without using violence or putting others down.	Teach your child the difference between appropriate and inappropriate language.	
<b>Be Safe</b>	Know where your child is and with whom.	Monitor your child's TV, video game, and Internet use.	Communicate with the parents of your child's friends.	Teach your child to say "No" when they are pressured to do something they do not want to do.	Drive cautiously when dropping off and picking up your child.	

St. Lawrence School Matrix is on the next few pages - The classroom **JOY** is blank as they each have their own.



St. Lawrence School **JOY** Matrix

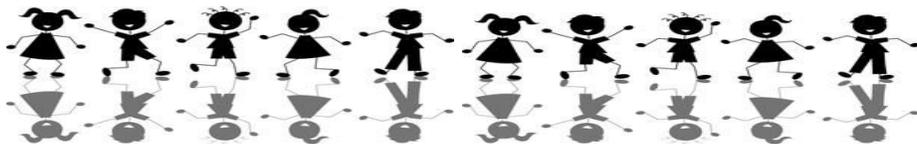
	<b>Jesus</b> teaches us to Be Responsible	<b>O</b> thers will Be Respected	<b>Y</b> ou will Be Safe
Morning Arrival	Walk to designated area in gym Sit Keep toys in backpack	Talk quietly (Noise level 3) Listen for instructions from teacher	Be aware of traffic in parking lot Enter and exit appropriate doors Wipe feet when necessary
Hallway	Leave together Stay together	Hands and feet to yourself Be silent (Noise level 0) Acknowledge others with a smile Speak when spoken to by an adult	Walk in straight line Stay to right Use each step Face forward
Classroom			

<b>Restroom</b>	2 pumps on the soap 2 sheets of paper towels Keep restroom clean	Respect others' privacy Flush toilet or urinal Throw away paper towels in trash can	Wash hands with soap Don't climb or jump on/off sink/toilet/urinal/wall Don't hang on pipes Keep feet on floor
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>❖ Follow all rules and directions</li> <li>❖ Clean hands</li> <li>❖ Sit and eat</li> <li>❖ Pick-up and throw away all trash/recycling in correct containers</li> <li>❖ If you make a mess, you help clean it up</li> <li>❖ Push in chair</li> <li>❖ Be respectful and safe</li> </ul>	<ul style="list-style-type: none"> <li>❖ Talk quietly (Noise level 3)</li> <li>❖ Listen and follow instructions from supervisors</li> <li>❖ Be kind to all: example not excluding others from the table</li> <li>❖ Use your manners</li> </ul>	<ul style="list-style-type: none"> <li>❖ Walk carefully down and up stairs</li> <li>❖ Enter room and follow instructions (will either be put in lunch line or asked to sit and wait turn)</li> <li>❖ Keep hands and feet to self</li> <li>❖ No horsing around</li> </ul>
<b>Inside Recess</b>	Clean-up when asked Use only games/toys allowed Listen to and obey the lunch supervisors	Use quiet voices (Noise level 3) Play fair and share	Stay in classroom Walk or sit
<b>Outside Recess</b>	Allow others to play-include others Use equipment properly Follow game rules	Follow recess rules Listen to lunch supervisors Address supervisors properly Keep hands and feet to self	Stay in playground area Freeze at whistle Line up quietly (Noise level 0) Return equipment
<b>Technology Lab</b>	Sit in assigned seat Plug in headphones if available Access only programs & websites as directed by teacher Return headphones to bag and give to teacher	Listen for instructions from teacher Hands and feet to self Be silent (Noise level 0)	Clean hands every time Keep chair in assigned area Carefully sit on chair Feet on floor

<b>Music</b>	<p>Sit up straight Participate fully Follow instructions</p>	<p>Be silent when chimes ring (Noise level 0) Treat instruments with respect Raise hand to talk</p>	<p>Keep hands and feet to self Sit on chair with feet on floor Keep chair legs on floor</p>
<b>P.E.</b>	<p>Care for all equipment Remember PE clothes Keep locker neat Use only language Jesus would use Help pick-up equipment Proper locker up behavior - Get in..Get out</p>	<p>Quiet in locker rooms Follow hallway rules while waiting for others Come in with a smile Keep hands &amp; feet to yourself Be good listeners Encourage &amp; support everyone Wait turn at water fountain</p>	<p>Freeze at triple whistle Listen to and follow directions Keep hands off of fans Wear supportive gym shoes (which does not include fashion sneakers)</p>
<b>Art</b>	<p>Take care of equipment Stay on task Follow all rules Clean up table/room Work neatly Listen to directions</p>	<p>Share and pass materials Respect other property Speak quietly (Noise level 2) Draw appropriate material Use appropriate language</p>	<p>Walk at all times Sit on chairs Keep hands away from back of chairs Take steps one at a time Use art supplies appropriately</p>
<b>Library</b>	<p>Return books on time Follow check out procedures Take care of material while checked out Keep library neat &amp; clean</p>	<p>Speak quietly (Noise level 1) Basic Five with adults Hands &amp; feet to yourself Read silently</p>	<p>Walk or sit Honor personal space Push chairs in Keep feet and chair legs on floor</p>

Church	Be prompt Enter and exit silently Participate fully	Genuflect reverently Keep eyes focused on the altar activities	Raise and lower kneelers quietly (Noise level 1) Return song books quietly (Noise level 1)
School Assemblies	Be on time	Enter and exit quietly Listen attentively Applaud when appropriate	Sit on your bottom Stay with your group Keep hands and feet to self
Emergencies	Be alert Be in assigned area	Remain quiet (Noise level 0) Take seriously	Follow directions Stay with teacher/adult leader Remain calm
Dismissal	Follow hallway rules Be silent until out of building	Listen to teacher for instructions Make teacher contact before leaving	Stay on sidewalk Stay with adult and walk to car together

***This is the day, the Lord has made....let us rejoice and be glad!!!!!!***





I have read through the PBIS Parent Handbook with my child. We understand the expectations for

**JOY** - Being Responsible, Being Respectful and Being Safe.

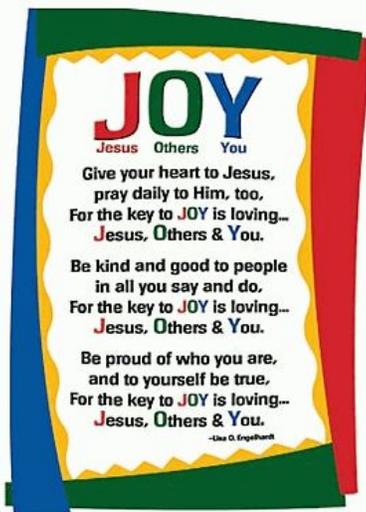
We will do our best to follow the St. Lawrence School Expectations.

Student(s) Name: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent Signatures: \_\_\_\_\_

\_\_\_\_\_



All Families that return a signed copy by Friday, Sept.15 will be entered into a drawing for a family NUT card. Just one more way, as a family, you can help for your child(ren) have a successful, JOYfilled school year!

**Copy of Handbook can be found on our website:  
<http://stlaw.lcss.org/>. If you would like a paper copy, please inform the school office.**

